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WHAT WE HAVE LEARNED FROM CURRENT PROGRAMS AND RESEARCH ABOUT DISADVANTAGED PRE-SCHOOL AND ELEMENTARY SCHOOL CHILDREN.

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CURRENT EDUCATIONAL PROGRAMS FOR DISADVANTAGED CHILDREN HAVE BEEN OF THREE TYPES--TRADITIONAL PATTERNS AND PRACTICES, TRADITIONAL PATTERNS WITH SOME CHANGE OR INNOVATIONS, AND INNOVATIVE PROGRAMS. A VARIETY OF INNOVATIVE PROGRAMS, BASED ON INQUIRY, DEVELOPMENT, DIFFUSION, UTILIZATION, AND EVALUATION, HAVE MOST SUCCESSFULLY MET THE REQUIREMENTS OF ASSISTING INDIVIDUAL DISADVANTAGED CHILDREN. RESEARCH HAS SUGGESTED THAT, COMPARED WITH A MIDDLE-CLASS CHILD, A DISADVANTAGED CHILD MAY HAVE A VARIETY OF EMOTIONAL, PERSONALITY, AND ATTITUDINAL DIFFERENCES IN SCHOOL. HOME AND COMMUNITY ENVIRONMENTAL CHARACTERISTICS ARE PRESENTED. OBSERVATIONS ABOUT THE USE OF TEST MATERIALS, CONCLUSIONS ABOUT SCHOOL APART FROM TEACHING AND LEARNING SITUATIONS, AND TEACHING AND LEARNING TECHNIQUES ARE OFFERED. GUIDANCE COUNSELORS, UNDER OPTIMUM CONDITIONS WITH FOCUSED AND LIMITED FUNCTIONS, HAVE BEEN A POSITIVE AND EFFECTIVE FORCE. (WR)

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WHAT WE HAVE LEARNED FROM CURRENT PROGRAMS AND RESEARCH ABOUT DISADVANTAGED PRE-SCHOOL AND ELEMENTARY SCHOOL CHILDREN

There are many ambivalent feelings expressed about programs for disadvantaged children and young people which are linked with the various war-on-poverty programs sponsored by the national government. Many of the statements are negative but despite the political innuendoes, the criticisms, the sometimes glaring mistakes, the misunderstandings, the personal failures and the failures of government machinery to function on reasonable time schedules, there is general recognition that such programs have great potential and hope not only for the disadvantaged but for education and the nation in general.

For education these programs present a challenge at one of our weakest points but also present opportunities to experiment with old ideas which need further verification as well as new ideas which have great promise but which would not receive financial support on a priority basis through regular educational channels. Research shows that teachers who shied away from such programs are now finding that working with the disadvantaged presents one of their biggest professional challenges and that they are finding status in teaching these youngsters whom they had often been conditioned to feel were doomed to failure and that there was little use wasting time on them.

One question must be asked and answered in all efforts on behalf of the disadvantaged regardless of the level of the program; "What type of program can be designed which will best meet the needs of the disadvantaged child? When we fail to design programs which are directed toward answering this question there can be no particular purpose or meaning to our programs.

Back of this priority question are many other questions which will need to be answered. It is assumed that the needs of the youngsters to be served by a particular program are known or that continious research will be conducted to determine their needs. It is assumed also that considerable attention will be given to determine the characteristics of these youngsters, to determining the conditions under which they learn best, to determining the type of teaching and guidance personnel which work best with disadvantaged youngsters, to determining the classroom atmosphere, the type of facilities and management which will produce their best efforts.

How well we achieve satisfactory answers to these and similar questions will determine in a large measure the quality of the programs we devise for disadvantaged youngsters. There is general agreement that most of the programs for disadvantaged groups have not been in operation long enough to determine answers to all of the above questions but many guidelines are developing.

Emphasis in this study will be focused on the pre-school and elementary school youngster insofar as possible.

PROMISING PROGRAMS

There are in general three types of programs in operation in various projects dealing specifically with disadvantaged youngsters.

1. Programs which follow traditional educational patterns and practices.
2. Programs which follow traditional educational patterns but with some modifications or innovations.
3. Programs which are highly innovative in character.

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The programs which follow traditional educational patterns are usually in the area of reading or a particular subject matter field involving tutoring or some type of remedial work. The emphasis on reading, is of course, a natural focus since one of the most serious problems of the disadvantaged child is in this area. Most disadvantaged youngsters have severe reading problems. Some funded programs at one time were in the area of remedial reading, although remedial reading programs have not been particularly effective when developed as a seperate program.

What has been said of remedial reading programs is also true for most tutoring programs which have stayed in bounds of traditional tutoring practices and learning procedures. It is true also for most traditional group programs which aim at supplementing lacks in the individual's background without thoroughly recognizing the importance of individual differences in the need pattern of disadvantaged youngsters.

Traditional type programs based on competition between socio-economic class youngsters without adequate follow-up for the disadvantaged groups are also in question. In offering the traditional type program to disadvantaged youngsters, education is placed in a position of prescribing a larger dose of what already has failed to work with the majority of these youngsters.

There are few program which center on a <u>single lack</u> in the disadvantaged youngsters development which have proven of great promise to these children. The remedial reading programs alone or the tutoring programs alone are examples. The problems of the disadvantaged youngster are too complex to be solved by helping him over one stumbling block. There must be a broader approach. For this reason alone the traditional program with additives or which has been modified to better serve multiple need areas has a much greater chance of success.

The modifications which have been made in programs for the disadvantaged youngsters take many forms but few have been very startling. Most modifications have been:

1. In class size (15 seems to be an optimum class size for disadvantaged classes).
2. The use of additional teachers serving either as co-workers or under a master teacher (In some cases as many as three teachers have served a class of 15 students). This arrangement makes possible individual attention, diversified programs, smaller groups, and has a tendency to minimize the need for discipline.
3. The use of non-professional teacher aids in addition to the teachers (Usually selected from the community sponsoring the program and from the lower-socio-economic level home).
4. The use of parents, college and high school students, and other volunteer workers (Usually with a special emphasis or who can assist with trips, recreational programs, etc).
5. Provisions for special equipment and study programs (More visual aids, closed circuit television, over-head projectors, films, film strips, tape recordings etc).
6. Enrichment programs such as trips, visits to museums, the zoo, and historical spots of interest.
7. The better spacing of time for learning, grading and promotion.
8. Less or more emphasis on tests.
9. More emphasis on home visitation and working with parents.
10. Special type in-service programs for teachers.
11. Special programs for parents to acquaint them with the program, enlist their support and providing lectures, study groups, films to increase their knowledge of child behavior.

I2. Making more intensified use of guidance and counseling services with about the same adaptations with regard to numbers, reduced counseling loads and work with parents as used with education in general.
I3. Adaptations in the curriculum to make provisions for special emphasis programs and more appropriate reading materials.
I4. Experimentation with various types of homogeneous and non-homogeneous groups.
I5. Use of ungraded system through the first three grades.
I6. Breakfast and lunch programs stemming from general health emphasis programs.

A good example of how programs involving a multiplicity of factors comes nearer achieving results for disadvantaged children than programs centering on a single emphasis is the program at Roosevelt Junior High School in Tulsa. When the majority of students in a funded program were provided a balanced breakfast they improved not only in school subjects but in their attitudes toward their teachers and the school as well. Without the breakfast they were lethargic and indifferent.

Programs emphasizing innovation are much more difficult to find. Some authorities point our that innovative ideas usually require the kind of specialized personnel that are not only hard to find but also hard to train. Most school personnel have as yet not been up to the task. At least they have not been adept at developing innovative programs although Head Start and some of the community action programs are [illegible] innovative. Many times such programs are confused with traditional addative and adaptive programs which indicate that not all people working with such programs know of what an innovative program consists.

A consultant for the United States Office of Education has outlined what he states are the four essentials for an innovative program. These essentials are: research or inquiry, development, diffusion, and utilization. A fifth essential might be evaluation. On a practical basis this might be interpreted to mean: Research or inquiry to determine the needs of pupils, the development of programs to meet the needs, the diffusion of the program developed on a pilot or experimental basis and with the people who are to operate the programs putting the program into operation and then a return to research and evaluation.

Some innovative programs have developed, however, which can be used as guidelines:

I. Under Title I funds for a program in a Mexican-American community was developed which permitted sensitive and experienced teachers to involve themselves with children at the community level by visiting their homes, loafing with them in their natural habitats, particularly in church activities, reading to them, and other activities. They were not intruders. Largely they made themselves available to discuss and plan with them in activities the children found important. They worked with parents and community agencies also.

2. Another program permitted counselors and social workers to operate in a community to contact and talk with parents about problems which were important to them and which would give them greater insight into the problems of their youngsters. The community school was their home base.

3. Programs originating in several parts of the country utilize mobile classrooms to serve disadvantaged youngsters and parents in rural areas. Library facilities were included in some instances. (North Dakota)

4. Programs designed to change negative attitudes of the disadvantaged youngsters by changing their self-concept and their way of thinking about themselves as being inadequate rather than adequate. Group guidance and individual counseling as well as opportunities to participate in small group activities were featured in these programs.

5. The Boston public schools have conducted a program which is designed to reshape all aspects of the school program including experiments with the curriculum, use of different teaching styles, and use of new materials.

6. Remedial programs which include a thorough diagnostic program, pre-counseling programs for both parents and students, in-service programs for teachers and counselors, and intensive individual instruction and guidance as needed.

7. The development of intensive guidance and counseling programs for students, parents, and teachers which utilize several several types of specialists in a team approach and with case loads reduced to approximately 50 students.

8. The development of pilot programs to experiment with non-graded instructional programs, cultural enrichment programs , summer educational-recreational programs, intensive work in language, arithmetic, special work in art, music and dramatics.

9. Special experimental programs to try out different teaching and learning procedures with disadvantaged youngsters.

10. Use of programs demanding special equipment and study facilities such as film-festivals with the use of psychiatrists or a psychologist as a part of parent education programs.

11. Group therapy programs for counselors led by a psychiatrist trained as a group therapist where counselors could get their hair down and talk about their problems without threat or pressure.

12. Projects such as those in Tulsa and Minneapolis which include special physical fitness and health instruction along with free breakfasts and lunches. Instructions are given to parents in order to prepare them to carry on the program.

13. Special programs for teachers to help them develop a mental health emphasis in their teaching.

14. Projects utilizing State Department and College and University staffs as consultants in designing programs on an "let's try something new basis" and in the development of programs designed to meet local community needs.

None of these programs, no matter how well designed can be regarded as ends in themselves. They will, however, close some gaps and provide opportunities to try out many ideas and test hypotheses which may cause educators to re-evaluate many things they are now doing without reason for doing them except that it has always been performed in this way. They may also inspire teachers to be more venturesome in their outlook.

Through these programs it will be possible to study the characteristics of disadvantaged youngsters and pinpoint those who are suffering from malnutrician, identify those who have special problems that need early attention, locate those who stay away from school because they lack warn clothes, find those who need dental and medical attention, identify the dropouts and find the reason why they regard school the way they do and the extent of their deprivation.

We can also find out a great deal about counseling and teaching and the type of guidance services they need, how they learn, and the type of classroom atmosphere which produces the best results.

All of these things the programs for disadvantaged youngsters can offer us if we are intelligent and wise enough to utilize them. What we can learn will go far beyond any cash values placed on such programs.

WHAT WE HAVE LEARNED FROM RESEARCH

Several observers reporting to the National Conference on Education for the Disadvantaged noted that there is not only reluctant interest but downright apathy toward research by many now engaged in various programs for the disadvantaged. It has been pointed out also that without adequate research now education will be dealing with essentially the same problems ten years from now.

Probably the dirth of research at the present time and at least part of the apathy toward research can be traced, in part at least, to the fact that the programs for the disadvantaged as a whole have a relatively short history.

What research that has been conducted to date has produced relatively few new or startling results despite the emphasis in some programs on innovation. It is possible that more innovations have been tried that have not worked or which need further research before they can be used with confidence than those that have worked.

The following conclusions about disadvantaged programs and children seem to have more than ordinary support from experiences and research from current projects.

Some effort has been made to list the characteristics of the disadvantaged child. The list of reported characteristics has not always been consistent from one study to another but it may at least be hypothesized that in contrast to the middle-class child the disadvantaged child will tend to be:

1. Less verbal
2. More fearful of strangers
3. Less self-confident
4. Less motivated toward scholastic and academic achievement
5. Less competitive in the intellectual realm
6. More irritable and surley
7. Less conforming to middle-class norms of behavior and conduct
8. More apt to be bilingual
9. Less exposed to intellectual stimulation in the home
10. Less varied in recreational outlets
11. Less knowledgeable about world outside of their immediate neighborhood
12. More likely to shy away from challenging and competitive situations in the classroom
13. More likely to be experiencing trouble in completing developmental tasks
14. More likely to attend inferior schools
15. More likely to dislike school
16. More likely to see little purpose in school
17. Less likely to want to please his parents, teachers or other adults.
18. Less likely to live up to parent, teacher or adult expectations
19. Less likely to try his best to achieve well in school
20. More likely to be conditioned early to failure in school
21. More likely to need immediate and tangible rewards in learning situations
22. More likely to possess feelings of inadequacy and inferiority
23. More likely to show aggression and hostility as regular patterns of behavior
24. Less likely to have worked out definite goals and purposes which conform to school standards or as guides for his own achievements
25. Less likely to have a balanced development
26. Less likely to receive support and encouragement at home for educational achievement
27. Less likely to grow up in home or neighborhood environment which permits full utilization of their potentials and abilities
28. More likely to experience malnutrician and to have developed poor health habits.
29. More likely to have a negative and self-rejecting self-concept
30. More likely to be inept in transfer learning
31. More likely to lack ability to associate ideas
32. More likely to be self-conscious
33. Less likely to be persistent in school work
34. Tend to ignore rather than attempt to solve difficult problems

35. Less likely to take initiative in class or peer activities unless a designated leader
36. Less likely to be eager to make a good impression on adults

Little has been found in the literature emphasizing the positive attributes of the disadvantaged youngsters. This may be an indication as to how teachers, counselors and others who work with them regard the disadvantaged youngsters. Some authorities point out that despite the negative aspect of these characteristics they can be translated into positive goals and purposes in developing programs for these youngsters.

Gordon and Wilkerson[I] have pointed out that in addition to the study of the child research about the disadvantaged has centered largely in studies of the environment which includes the home, the school, and the community and the teaching-learning process.

Research focused on the environment of the disadvantaged child has revealed the following about the home and community environment of these youngsters:

1. Typical parents of the disadvantaged youngsters have less than an eighth grade education. In many instances he has been a dropout with a limited school background.
2. Typical disadvantaged youngsters usually come from over-crowded and poorly furnished homes with few modern conveniences and which offers little privacy. For these reasons youngsters very early find other placed to spend their time.
3. Disadvantaged children usually come from economically depressed homes attributed largely to the absent, non-producing, or marginal breadwinner.
4. The parent or parents, if employed, is likely to be employed as an unskilled or service worker in a job which offers little opportunity to advance or move upward.
5. Corporal punishment at home likely to be the rule rather than the exception.
6. Parents of disadvantaged are limited in ready potential for upward mobility.
7. Both in the home and the community the disadvantaged youngster likely to be subjected to values and expectations which tend to conflict with school values.
8. Parents and other adults with whom the disadvantaged youngster comes into contact is not likely to be a "culture carrier" of middle-class values.
9. Disadvantaged youngsters less likely to be exposed to intellectually stimulating materials in the home.
10. Because of the limiting influence of their environment they are less knowledgeable about world outside of their immediate neighborhood than other youngsters.
11. The concern of parents of disadvantaged children with security and survival and the resulting concern for short-term goals frequently does not provide these children with the psychological mind set necessary for types of education which demands long term planning.
12. The environment of the disadvantaged youngster may frequently be emotionally over-stimulating because of the frustrations and demands he must face.
13. Parents of disadvantaged youngsters may so thoroughly over-emphasize the need for an education that they may cause children to develop unrealistic goals.
14. A basis for psychological and spiritual development and composure is frequently lacking.
15. The disadvantaged youngster frequently comes from homes where parents are present rather than future orientated; as a result these children seldom are encouraged to make long-term goals either educationally or vocationally.
16. To face the world outside of his immediate environment is often so fright-

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[I] Gordon, Edmund W., and Wilkerson, Doxy A. Compensating Education for the Disadvantaged, New York: College Entrance Examination Board, 1966.

ening that the disadvantaged youngster often attempts to isolate himself from it rather than make an attempt to adjust to the demands.

17. The home life of the disadvantaged youngster is frequently so disorganized that the regularity and punctuality required by the school may not be qualities necessary for survival in his most immediate environment.

18. Parent-child communication in lower socio-economic class families is considerable shorter than in middle class families and may be a source of many language difficulties.

Research focused on aspects of the environment related to the school situation has revealed the following about the disadvantaged youngsters:

1. Research has offered many useful suggestions about the use of test materials for the disadvantaged youngster:
   a. Standardized tests currently in use present three principal difficulties when used with disadvantaged minority groups: (1) They may not provide reliable differentiation in the range of minority group scores, (2) Their predictive validity for minority groups may be quite different from that for the standardization and validity groups, and (3) The validity of their interpretation is strongly dependent upon an adequate understanding of the social and cultural background of the group in question.
   b. For many tests there is abundant evidence that children from the lower socio-economic levels commonly associated with minority group status tend to have smaller spread of scores than children from middle income families, and such restrictions in the distribution of scores tend to lower reliability so far as differentiation of measurement of such groups is concerned. (Anastasia, 1958).
   c. Test performance of disadvantaged groups characterized by greater amount of guessing, skipping, and random responses.
   d. It should not be assumed that the child from a disadvantaged family will be as test-sophisticated as the majority of middle class students.
   e. Test-taking anxiety of a descriptive nature may be more prevelant in some middle class groups than in lower class groups.
   f. Scores on mental ability tests such as the Otis Quick Scoring Mental Ability Test are regarded as minimal estimates of ability.
   g. Scores on personality inventories have very different significance for disadvantaged groups than for the population in general. Whenever such inventories tap areas such as home or social adjustment, motivation, religion, beliefs, or social customs the appropriateness of the national norms for minority groups should be questioned. Local norms for the various minority groups involved might be in order.
   h. Culturally disadvantaged children tend to fare poorly on ability or achievement tests at all levels.
   i. The disadvantaged child is often at a disadvantage when he is sectioned into classes on the basis of test scores.
   j. One of the most consistent findings in research with disadvantaged children is the decline in academic aptitude and achievement test scores with time. The decline represents diminished opportunities and decreased motivation for learning.

2. Research has advanced many conclusions about the school in general apart from teaching and learning. The following are significant examples:
   a. Many disadvantaged youngsters are never identified or helped in school.
   b. The "non-graded" classroom where children can engage in tasks equal to

their individual abilities and not identified by grade levels are gaining increased acceptance in many school districts for all children but it has many special opportunities for disadvantaged children.

c. The disadvantaged child should be taught and promoted as dictated by his own ability, instead of comparison with other children.

d. Even though class enrollments for the disadvantaged are usually limited to only 15 or 20 students the teacher may still find it necessary to divide classes into smaller sections to obtain the best results.

e. In nearly all instances authorities and research workers and others who have gained experience working with disadvantaged youngsters have consistently rejected suggestions that seperate schools be created to deal with the highly complex problems of these youngsters. The disadvantaged, it is contended, have always experienced too much segregation and a seperate system would do little to help them.

f. The traditional type of school programs and traditional learning and teaching methods must be modified to be successful with disadvantaged youngsters.

g. Many teachers and counselors who have been successful with middle class youngsters have not been able to adjust to working with the disadvantaged youngster.

h. Present research points to the fact that such programs beginning with Head Start projects may require a special type of personnel which will have to be trained "on the spot" through in-service programs.

3. Research has also advanced many conclusions about teaching and learning which must be adapted to work with the disadvantaged youngsters. Some of the most significant findings are:

a. They learn best when they can proceed at their own pace. They do not perform well under pressure or on time-limited projects.

b. They learn best in small groups or when they start out in small groups (3 to 6) and move gradually into larger groups.

c. They can learn best when they participate in the learning situation but on a graded basis.

d. Rote learning is not attractive to them. It requires more time and more repetitive practice than for the average child. They are quick to forget what they have learned by rote as they have fewer supportive experiences to associate with what they have learned.

e. "Overlearning" may be a key to successful retention with the majority of this group.

f. They are likely to reach more plateaus in the learning where they will need additional individual attention than other students.

g. They give up more easily and need more supportive encouragement to stick with a given assignment, particularly if it is new or different, than most youngsters.

h. They must be taught how to listen on a retention basis.

i. They lack readiness for many school experiences and the teacher may find it necessary to help them reach a stage of readiness.

j. Building rapport between the teacher and student is essential. Disadvantaged youngsters with their background of suspicion and distrust often do not respond well to a teacher with whom they cannot identify.

k. Most disadvantaged youngsters respond to tutoring only after rapport has been established with the tutor.

l. Disadvantaged kindergarten and pre-school children respond to permissive teachers but they are also used to more authoritative treatment than other children.

m. They respond best to tasks which have short time spans.

n. They are likely to be generally inferior in abstract thinking.

o. Their reasoning dominated by inductive rather than deductive processes. This fact may limit the child's ability to make generalizations.

p. Likely to be handicapped in their learning because of the speech defects. Usually takes disadvantaged children about a year longer to reach mature forms of articulation than other children.

q. The disadvantaged youngster relatively good at motor learning tasks.

r. They learn best when the tasks to be learned can be related can be related to concrete objects and services.

s. They are more likely to depend upon real life situations rather than symbolic experiences in developing ideas and skills.

t. Kindergarten and pre-school youngsters enjoy and participate actively in small-group play therapy groups.

u. In many instances learning depends on a change in the self-concept of the individual. Changing from an individual who thinks he can learn and achieve rather than one who thinks or feels he cannot learn or achieve is frequently a pre-requisite to the full participation of the student and may require the combined efforts of teachers and counselors.

v. They learn best when given help in relating and coordinating various aspects of their educational experiences. They may, for instance, need help in marshaling the various resources open to them in the school and community for solving their own personal problems.

Guidance is an indispensible aspect of all programs for disadvantaged youngsters at all levels but it is also finding such programs an opportunity to explore and experiment with many theories and practices of guidance which have persisted over the years without adequate research to support and in some instances justify their continued use. Counselors who have a greatly reduced counseling load as a participant in a disadvantaged youth program, for instance, not only find it possible to utilize such time consuming techniques as the case study but are also finding it possible to devote far more time to diagnosis and study of the individual than has been the case in regularly established guidance programs. As a result they have pin-pointed information about the individual which has made their analysis of individual problems more meaningful for the counseling of the student. Teachers also have found that the counselor has been far more helpful to them in identifying specific needs and problems when they have had the time for a more intensified study of the individual. So profitable has the intensified study of the individual proven to the teacher that some who have tried it say that as much time should be spent by the teacher in studying the student as in organizing what they are going to teach to him.

It is possible that guidance and school counseling may discover programs for the disadvantaged an opportunity to demonstrate how effectively guidance can serve young people when optimum conditions are met.

Uses which have been made of guidance counselors in programs for the disadvantaged are far more concentrated on a few functions than guidance programs in regular school programs. The following are examples:

1. Guidance counselors have been used extensively for the active and intensive study of children who are to participate in the various programs. Such intensive studies emphasize the evaluation of the child's social, physical, and intellectual development and have been instrumental in appraising to what extent he has completed the developmental tasks he should have completed, the degree of retardation in uncompleted tasks, identifying the tasks he should be working on, his needs in relationship to these tasks, and the goals he should establish in order to make progress in completing his tasks.
2. Guidance personnel have placed at the command of the teacher diagnostic information about each student which assists her to relate more realistically her teaching to both individual and group needs of her students.

3. Conducting parent educational courses centering on the growth and development of children or adolescents.
4. Conducting in-service-education and orientation programs for teachers, tutors, and aids working in the program in order to provide special types of information which will assist them in understanding this type of program and the youngsters they are to work with.
5. Working directly in the program to supplement and support the efforts of teachers and tutors in dealing with students.
6. Providing professional counseling and testing services for youngsters and parents who need such services.
7. Devising special types of records as they are needed to understand children better and to facilitate the work of those engaged in the programs.
8. Preparing case studies and conducting case conferences.
9. Conducting group guidance and group counseling which will support the classroom efforts of students and teachers.
10. Assuring a resource role for teachers, parents and students as such services are needed.
11. Assisting in devising individual types of programs for youngsters who need such services in order to progress in the program.
12. Assisting in gearing the school program to the needs of the individual student.
13. Helping develop an atmosphere in the school which will facilitate learning and help the young people participating in the program to gain better understanding and more adequate understanding of their own potentialities and establishing goals to achieve their purposes.
14. Providing information and supportive techniques which make it possible for all school personnel to consider the student as a whole rather than just his special needs alone.
15. Conducting research to determine student needs and problems and for the evaluation of the program.
16. Assisting in the development of adequate follow-up programs.
17. Arranging for follow-up and referral of students who need special remedial or developmental programs not provided through program resources.

Carefully planned programs of guidance can be the heart of the programs for disadv antaged children. It can also be the heart of all programs which will develop new programs to help people nobody else is reaching.

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